DOCUMENT RESUME

ED 378 844 FL 800 854

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TITLE	Training a Multicultural Workforce.
INSTITUTION	Hobart Inst. of Technical and Further Education (Australia).
SPONS AGENCY	Australian Dept. of Immigration and Ethnic Affairs, Canberra.
PUB DATE	92
NOTE	106p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Case Studies; Communication Problems; *Communication Skills; Conflict Resolution; Cultural Differences; Cultural Pluralism; *English (Second Language); Foreign Countries; Immigrants; Intercultural Communication; *Literacy Education; *Personnel Management; Problem Solving; Refugees; *Supervisory Methods; *Supervisory Training; Vocational English (Second Language); Work Environment
IDENTIFIERS	Diversity (Student); Workplace Literacy

ABSTRACT

The materials comprise a 30-hour training package designed to assist workplace supervisors in Australia in understanding the issues and strategies for managing and training a multicultural workforce, particularly when it includes refugees or immigrants of non-English-speaking backgrounds. The course is to be taught by, and these materials are intended for, teachers of English as a Second Language (ESL). The course consists of 6 modules on these topics: communication in the workplace; communicating by speaking and listening; communicating by reading and writing; cultural issues; problem-solving in the workplace; and language and training. Materials in each module include presenter's notes, a list of related publications, specific learning outcomes and performance criteria, assessment suggestions, and a series of class activities. For each activity, recommended procedures for the instructor, related resource sheets (appended to each module) or other recommended resources, and approximate time requirements are specified. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Training a Multicultural Workforce

Author: Penny Dyer

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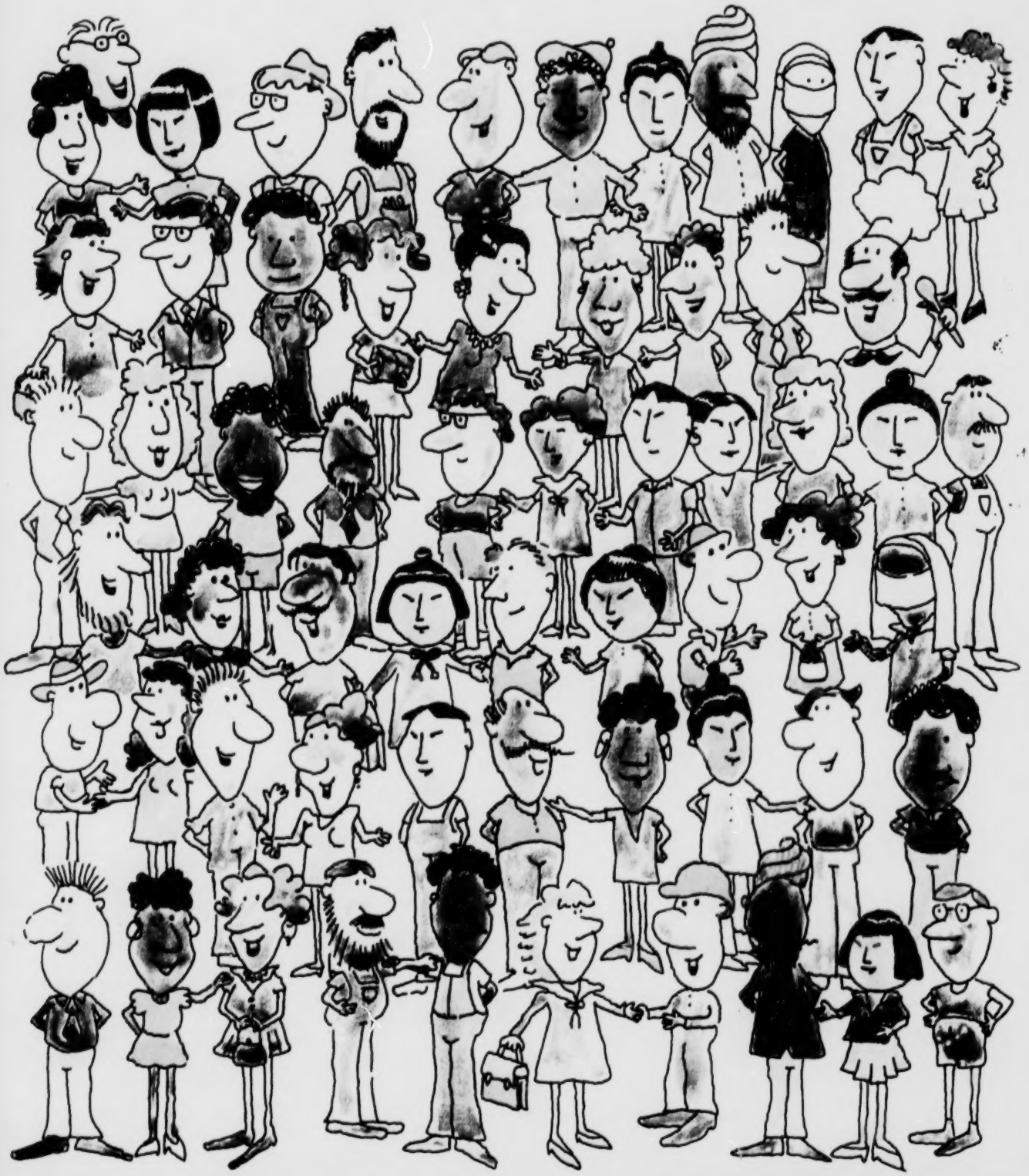
TRAINING

A MULTICULTURAL WORKFORCE



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ACKNOWLEDGEMENTS

Funds for the development and production of this training manual were made available by the Department of Immigration, Local Government and Ethnic Affairs (DILGEA) under the Migrant Access Project Scheme 1991.

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Special thanks to the following people who provided resources and ideas for this project — Geoff Davis (Hobart Technical College), Gina Lavroff, Esmeralda Quinteros, Management and Staff of Cadbury Schweppes, Claremont, Tasmania and Cadbury Schweppes, Ringwood, Victoria.

INTRODUCTION

What is it?

"Training a Multicultural Workforce" is a 30 hour training package.
It is designed to assist people holding supervisory positions in the workforce to understand the issues and strategies associated with managing and training a multicultural workforce.

Why was it developed?

The Australian workforce consists of people speaking many different languages, practising diverse cultures and work practices. The Australian government has made a commitment to provide English language classes for newly arrived non-English speaking background (nesb) migrants and refugees. The effect of these classes is to provide migrants and refugees with functional English language skills.

Communication is a two way process. It is critical that those conducting industrial training have the skills needed to communicate effectively with their nesb workers.

The developers of this package have long believed that the workplace can provide the experiences needed to give meaning to new language. Industrial trainers can be given the skills needed to capitalize on the language learning opportunities present in the workplace and to use these skills to enhance the effectiveness of the training they provide.

This package has the following aims:

1. To help trainers understand what is meant by a multicultural workforce and how it relates to their particular industry.

2. To help trainers understand communication issues in the workplace.

3. To give trainers skills in communicating effectively in the training process.

Who will use it?

Selected instructors with English as a Second Language (ESL) experience will be able to run this course for workplace supervisors and trainers.

How can it be delivered?

The course consists of six free standing modules. The modules are sequenced in a logical order to enable the learning process to be properly integrated with the workplace. Each module has a duration of 5 hours — the first 3 hours is "off the job" followed by practical workplace activities to be undertaken during 2 hours "on the job".

The course can be delivered over a period of time or in a block session depending on industry requirements.

WAYS WE COMMUNICATE

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PRESENTER'S NOTES

Communication takes many forms. We communicate orally, by writing and by using graphic symbols. This module has been specifically designed to outline the many different ways we do communicate, particularly in the workforce. It also looks at barriers to communication which can occur in a multicultural environment.

It is critical that trainers understand issues affecting communication in order that their training be effective. The very strategies which can make training more comprehensible for nesb workers will also ensure optimum learning by all other workers in training.

Other useful material:

- Jamieson, A. *Communication at Work*, Edward Arnold, 1985
- Pease, A. *You're not Communicating*, a video by Callner Film Productions, 1980
- Vallence and McWilliam, *Communication that Works*, Nelson Wadsworth, 1987
- VIC TAFE, *The Communication Process*, RMIT, 1986

Learning Outcomes

Participants should be able to:-

- list ways people communicate in the workplace

- describe barriers to communication in the workplace

- outline the specific communication difficulties associated with nesb staff and the reasons such people may feel uncomfortable speaking English

Performance Criteria

- a variety of modes of communication are identified

- barriers to communication include:-

  - pronunciation of English language sounds
  - grammar of English language
  - different perceptions of intended meaning
  - gender role models

Assessment

Written report of on-the-job observation

PROCEDURE	MATERIAL	TIME
Introduction		
Presenter introduces him/herself, outlining course objectives. Participants briefly introduce themselves, what work they do, why they are attending course and what they hope to get out of it.		30 minutes
Activity 1		
Presenter distributes handout (Resource Sheet 1.1) to participants who are divided into small groups to jot down responses to situations involving a variety of communication methods in the workplace. Presenter invites group to give reasons why they chose the responses they did to Resource Sheet 1.1.	Resource Sheet 1.1	
Presenter shows OHP (Resource Sheet 1.2) to review ways we communicate.	Resource Sheet 1.2	20 minutes
Activity 2		
Presenter, with back to the group, instructs participants to draw a series of shapes as outlined in activity background sheet (Resource Sheet 1.3). Participants are to ask no questions. Group discusses their experiences of this activity (e.g. frustration levels, listening skills, clear language for completion of task).	Resource Sheet 1.3	20 minutes

PROCEDURE	MATERIAL	TIME
Activity 3		
Presenter divides group into pairs to form a sender and a receiver.		
Presenter distributes handout (Resource Sheet 1.4) to sender and handout (Resource Sheet 1.5) to receiver.	Resource Sheets 1.4 and 1.5	
Presenter deals with feedback from the group to establish feelings and frustrations during the task. Presenter draws out relationship to activity 2 (where questions were not permitted) and points out that more productivity in industry and training can be gained by two-way communication.		30 minutes
10 MINUTE BREAK		
Activity 4		
Presenter by using a video, e.g "*You're not Communicating*" (see Presenter's notes) or alternative material, introduces barriers to communication, e.g. noise, values etc.	Video	20 minutes
Presenter invites group to discuss barriers to communication as out-lined in the video.		
Presenter may wish to use activity background sheets (Resource Sheets 1.6 and 1.7) to assist with the discussion.	Resource Sheets 1.6 and 1.7	20 minutes

PROCEDURE	MATERIAL	TIME
Activity 5		
Presenter introduces a language other than English to enable participants to understand what it feels like not to understand a language.	Audio-tape or Guest Speakers See Resource Sheet 1.8 for suggestions	
Participants are invited to make comments on their feelings after listening to the conversation.		
Presenter emphasises the importance of language in communication.		20 minutes
Activity 6		
Presenter reviews module objectives by showing OHP (Resource Sheet 1.9).	Resource Sheet 1.9	10 minutes
On-the-Job Activity		
Presenter asks participants to spend time with a nesb worker and bring to next session notes on:- 1. The nationality and actual job of the person interviewed. 2. Communication tasks commonly associated with the work of the person interviewed. 3. Language barriers the nesb worker experiences in the workplace. Participants should allow 2 hours for completion of this activity.		

MODULE 1

RESOURCE SHEETS

RESOURCE SHEET 1.1

HOW WOULD YOU COMMUNICATE THESE MESSAGES?

1. You are speaking on the telephone when a co-worker puts a sheet of paper in front of you and indicates that he/she needs your approval.

2. A machine has broken down in your section and is highly dangerous.

3. You want to talk to your staff (20 workers) at the same time.

4. One of your workers celebrates a 40th birthday next week.

5. One of your workers has a death in the family.

6. You are going on a fortnight's leave. You need to let your replacement know what to do while you are away.

7. You want to congratulate a co-worker on helping you with a job.

8. You have to tell a non-English speaking background worker that he/she has to change shifts.

9. You see something wrong which happens at work, but you believe nothing should be done about it.

10. One of your workers tells you that she is pregnant.

RESOURCE SHEET 1.2

HOW DO WE COMMUNICATE?

Verbally Through words:

- spoken or written
- face-to-face or telephone
- one-to-one or group situation

Non-verbally Through body language:

- facial expressions
- gestures
- physical appearance
- distance

and through graphic symbols:

- pictures
- signs
- objects

RESOURCE SHEET 1.3

One-Way Communication: Directions for Sender

1. Be sure none of the receivers sees the overall design below.

2. Speak with your back to your receivers.

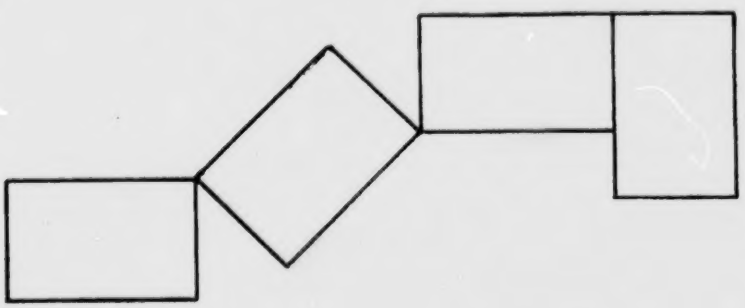
3. When you are ready to start, describe the items below so that your receivers can duplicate them on their own papers.

4. Your receivers may not communicate with you in any way, at any time.

5. When you have finished, take several minutes to record your degree of satisfaction with the activity just completed.

6. Hand a copy of the drawing below to your receivers or draw the shape on the whiteboard for receivers to compare their shapes.

e.g.



RESOURCE SHEET 1.4

1. Be sure that the receiver does not see the overall design below.

2. Sit back-to-back to your receiver.

3. When you are ready to start, describe the items below so that your receiver can duplicate them on paper.

4. Your receiver may interrupt your directions with questions and/or comments at any time during this process.

5. When you have finished, take several minutes to record below your degree of satisfaction with the activity just completed.

6. Hand this sheet to your receiver.

RESOURCE SHEET 1.5

Two-way communication: Directions for Receiver

1. Your task is to reproduce on this paper whatever your sender instructs you to do.

2. You may question your sender about his/her instructions at any time and as often as desired.

3. When your sender has finished, answer the two items below.

   A. How many of the items do you think you completed accurately?

   Circle appropriate response 1 2 3 4 5 6

   B. If you felt any frustrations during the exercise, circle the number below which best describes your feelings.

1 Not at all frustrated	2 A little frustrated
3 Some real frustration	4 Very frustrated

5
Don't
know

RESOURCE SHEET 1.6

POOR SENDER SKILLS

Some Sender Problems

1. Sender doesn't know enough about receiver
2. Message not planned
3. Message is not even clear to sender
4. Sender has a negative attitude toward message — doesn't want to communicate it
5. Sender has a negative attitude to the receiver
6. Sender has a negative attitude towards communicating — doesn't care whether receiver understands or not
7. Sender has poor communicating skills (oral expression and/or writing)
8. Sender fails to get attention and interest of receiver
9. Sender uses vocabulary that isn't clear to receiver
10. Sender doesn't communicate the right amount of information
11. Sender uses negative tone
12. Sender's action says something different than the words

RESOURCE SHEET 1.7

POOR RECEIVER SKILLS

Some Receiver Problems

1. Preoccupied with something more important
2. Doesn't like the sender
3. Not interested in message
4. "Thinks" s/he knows what the message is
5. Doesn't want to understand (message unpleasant)
6. Emotional barriers (fear, anger, frustration, anxiety)
7. Physically tired
8. Thinking about what to say when sender finishes
9. Is distracted
10. Pretends to listen when not listening
11. Doesn't understand vocabulary
12. Too much noise to hear
13. Message too complicated
14. Message is not expressed in clear, simple language and receiver confused
15. Receiver has seeing or hearing disability

RESOURCE SHEET 1.8

The aim of this exercise is to expose participants to a community language, (e.g. Turkish, Vietnamese or a language commonly spoken in the participants' workplace) to give them an experience of being unable to understand a language. This is a situation that many of their workers face every day.

The presenter should ideally choose two people from the workplace and have them speak their first language in an area which typifies the work environment, e.g. factory floor, canteen. The fact that there may be a lot of noise in the particular area should be taken into consideration and incorporated in the exercise to demonstrate the difficulty of understanding language in a noisy environment.

RESOURCE SHEET 1.9

FACTORS AFFECTING COMMUNICATION

- Individual differences
- Cultural differences
- Attitudes about the message or the other person
- Stereotyping
- Values
- Assumptions about what the other person knows, thinks, feels or has heard
- Environmental noise
- Way in which the message is sent

COMMUNICATION BY SPEAKING AND LISTENING

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PRESENTER'S NOTES

Words have different meanings and can conjure up different images in people's minds due to their life and cultural experiences, e.g. bread can mean a sweet cake (Chinese), a flat pitta bread (Lebanese), a sliceable loaf for sandwiches (Australia). One word can also have more than one meaning, e.g. bread can mean food or money.

Every job has special technical and jargon words associated with it.

Every workplace also has words associated with that particular workplace and working environment. Again some of these technical words have other meanings in everyday use, e.g. fat sand, stud walls, slip (boat, clothing, accident).

This module demonstrates different styles of speech. It also shows that the speaker and listener must have the same understanding of any given message or the communication process will fail.

Other useful material:

- NSW English in the Workplace, *Working it Out*, (a video) National Curriculum Resource Centre, 1986

- Slade, D. *Teaching Casual Conversation*, National Curriculum Resource Centre, 1986

- Smith, P. *Studying in Australia - Listening Effectively*, Nelson, 1986

Learning Outcomes

Participants should be able to:-

- outline ways in which language can have different meanings to different people in different contexts

Performance Criteria

- analyse their own language usage
- translate the core meaning of a passage eliminating cultural influences that may determine meaning
- provide a variety of cultural and personal interpretations of a range of English language words

Assessment

Oral report of on-the-job activity

TEACHING NOTES

PROCEDURE	MATERIAL	TIME
Introduction		
Presenter recaps Module 1, discusses results of the "on-the-job" activity set at the end of the last module.		30 minutes
Activity 1		
Presenter distributes handout (Resource Sheet 2.1) to participants. This skit, based on colloquial language, is to set the theme for the module.	Resource Sheet 2.1	5 minutes
Activity 2		
Presenter distributes handout (Resource Sheet 2.2).	Resource Sheet 2.2	
Participants look at each word written on the handout.		
Presenter asks participants which pictures came to their minds, e.g. machine — photocopier, Ford, automatic.		
Presenter explains that words have different meanings to different people due to their life experiences. In particular, some words have strong emotional content for some people, e.g. war, birth, love. This affects our attitude and capacity in the communication process. Presenter shows OHP (Resource Sheet 2.3).	Resource Sheet 2.3	15 minutes

PROCEDURE	MATERIAL	TIME
Activity 3		
Presenter has a message but tells the group only 3 words of the message, e.g. belt, three, months. Participants write down a variety of messages which they could make using those three words. e.g. I wear a belt three days out of every month. I belt the cat once every three months. Presenter gives the group the original message, e.g. The fan belt needs checking every three months.		10 minutes
Activity 4		
Presenter divides group into pairs. Each pair is given a handout (Resource Sheet 2.4) to complete with as many different word combinations as possible. Presenter discusses these word combinations to show the difficulty experienced by some workers with limited English language skills, many of whom only have the knowledge of nouns, e.g. job, machine.	Resource Sheet 2.4	10 minutes
Activity 5		
Presenter, by using a video, (e.g. "*Working it Out*") or alternative material, shows examples of instructions that go wrong due to use of double negatives in sentences, lack of clear speech and over-load of information.	Video *"Working it Out"* or alternative material	30 minutes

PROCEDURE	MATERIAL	TIME
Participants are asked to be aware of this difficulty especially when dealing with nesb workers in training.		5 minutes

BREAK 10 MINUTES

Activity 6

Presenter divides group into smaller groups. Presenter distributes handout (Resource Sheet 2.5) to participants to set the scene for presenting the common use of colloquial language (another language in communication). Participants are asked to rephrase these expressions to show their true meaning.	Resource Sheet 2.5	15 minutes

Activity 7

Presenter demonstrates the need to be aware of the use of register, stress patterns, tone and intonation. These can determine the meaning in language communication.	Video *"Working it Out"* Part 3	20 minutes

Activity 8

Presenter divides group into pairs. One member becomes the sender, and the other the receiver.		
Presenter distributes handout (Resource Sheet 2.6) to the sender.	Resource Sheet 2.6	

PROCEDURE	MATERIAL	TIME
The sender gives instructions in clear, precise language for the receiver to understand the task required. Some pairs are asked to repeat their conversation for the group. The group analyses the clarity of language used in each conversation.		20 minutes

Activity 9

Presenter sums up work covered in module 2.		5 minutes

On the Job Activity

Participants are asked to find some written material from their workplace, e.g. memorandum from supervisor.

Participants are asked to read the material and write down what they would say if they were giving this information orally.

This material will also be used for another exercise in Module 3 so it needs to be brought along to the next session.

Participants should allow 2 hours for this activity.

MODULE 2

RESOURCE SHEETS

RESOURCE SHEET 2.1

LOOK I'D LIKE TO HIRE YOU, BUT I'M A BIT WORRIED ABOUT TAKING ON MIGRANTS.
WHATSA FOR MATTER YOU SHOULDA WORRY?
HEY BOSS IT'S SMOKO! JUST GONNA BOLT FOR SOME TUCKER. I'LL LOB IN TWO SHAKES
HOO ROO
WELL, FOR A START, YOU TALK FUNNY.

RESOURCE SHEET 2.2

Look at each word. Write down the pictures that come to your mind, e.g.

a holiday — beach
— sun
— good food

machine .....

.....

work .....

.....

children .....

.....

average .....

.....

when you're not busy .....

.....

war .....

.....

a short distance .....

.....

as soon as possible .....

.....

RESOURCE SHEET 2.3

BASE

It can mean:

Base (n)	—	bottom, foundation, basis, starting point, headquarters, venue, depot, centre, first base, underside, understructure, underpinning, core, stand, pedestal, seat, evidence, prop, foot.
Base (v)		rest on, build on, depend on, fix, establish, set up.
Base (a)		common, contemptible, vile, basic, cheap, terrible, dreadful, awful, horrible, obnoxious, rank, coarse, unsatisfactory, low, lowly, evil, bad.

RESOURCE SHEET 2.4

September	job	good
Sue	telephone	week
today	go	work

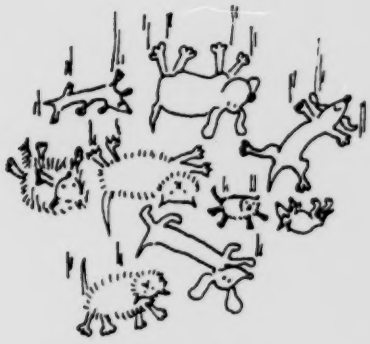
RESOURCE SHEET 2.5

wet blanket

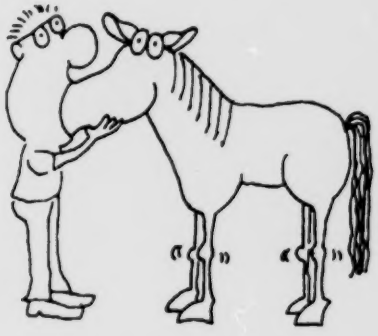
pay through the nose

frog in your throat

pick your brains



raining cats and dogs



I could eat a horse

shake a leg

pull the wool over your eyes

RESOURCE SHEET 2.6

1. Change a tyre on a car

2. Go to the storeroom to get 4 different tools needed for a job

3. Re-locate the company vehicle

4. Go to the Personnel Office to get a supervisor's report

5. Put tools back into their correct place after use

COMMUNICATION BY READING AND WRITING

PRESENTER'S NOTES

Written forms of communication are extremely diverse. They range from narrative style (e.g. newspapers, simple novels), informal style (e.g. letters, notes), instructional style (e.g. manuals and training materials) and imperative style (e.g. signs and notices).

Each of these styles has an appropriate time and place. A different set of skills is needed to understand each style. Many writers of instructional or imperative material lose sight of the reading skills of their intended audience and hence the material becomes incomprehensible.

This module helps participants to identify and design material appropriate to the training needs of their workers.

Other useful material:

- Burnes, F. and Cadlin, C. *English at Work*. Unit 9, SBS 1990
- Eagleson, R. *Writing in Plain English*, Aust. Govt Publishing, Canberra 1990
- McLeod, J. *Writing and Teaching to Improve Literacy*, TAFE, NSW 1991

Learning Outcomes

Participants should be able to:-

- identify use of unnecessarily complicated language and rewrite workplace material in a more simple form

Performance Criteria

- appropriate style of writing is selected
- needs of the audience are taken into account
- Plain English is used

Assessment

Written tasks as set out in the syllabus

PROCEDURE	MATERIAL	TIME
Activity 1		
Presenter distributes handout (Resource Sheet 3.1) to participants (job application form written in community language).	Resource Sheet 3.1	
Participants are asked to complete the form as much as possible.		
Group discusses the difficulty experienced by the participants and cues used during the task.		15 minutes
Activity 2		
Presenter divides group into smaller groups. Presenter distributes Resource Sheet 3.2 and asks participants to complete the exercise by providing a word to give the same meaning as the word given on the handout.	Resource Sheet 3.2	
Group discusses their answers in this exercise.		10 minutes
Activity 3		
Presenter divides group into pairs and distributes handout (Resource Sheet 3.3) for participants to complete together. This exercise is to give participants the opportunity to convert training language into Plain English.	Resource Sheet 3.3	
Group discusses and justifies their answers.		30 minutes
10 MINUTE BREAK		

PROCEDURE	MATERIAL	TIME
Activity 4		
Presenter shows video, e.g. "*English at Work*", or "*Working it Out*" to demonstrate the necessity of Plain English.	Video	
Presenter uses white-board to draw up ma n points from the video.		30 minutes
Activity 5		
At the end of the previous module participants were asked to bring along an example of a written document from their workplace, (e.g. memorandum from supervisor) and to rewrite the material as it would be presented orally.		
Participants are asked to read their transcripts to the group and to outline the reasons for any changes they have made in the material.		20 minutes
Activity 6		
Presenter asks participants to divide into pairs. Presenter asks each person to give their document to the other partner to attempt to rewrite the message in an even more simple form.		
Presenter asks some participants to share their findings. Group discusses reasons for their alterations.		25 minutes

PROCEDURE	MATERIAL	TIME

Activity 7

Presenter outlines a situation that might happen at work, e.g. a worker has cut his hand following an accident in the work-place.

Presenter asks participants to write to the following three people to inform them of the situation.

- the boss
- the compensation board
- the co-workers

This exercise is aimed at showing participants that the same incident can be reported using different writing styles. These styles vary according to the intended audience and the purpose of the writing. 30 minutes

On the Job Activity

Presenter distributes handout (Resource Sheet 3.4) for participants to complete for presentation in Module 6. Resource Sheet 3.4

Participants are also asked to find out:

1) What countries their nesb workers have come from.

2) What were the kinds of jobs they had in their country of origin.

Participants should allow 3 hours for completion of this activity.

MODULE 3

RESOURCE SHEETS

RESOURCE SHEET 3.1

PERSONAL

Nombres

Apellido
Direccion
Número Telefónico
En caso de emergencia contacte a:
Nombre
Dirección

Edad
Fecha de Naciminto
Lugar de Nacimiento

Número de años que reside en Australia:
Condicion de residencia: estudiante, visitante, temporal, permanente.

HISTORIA DE EMPLEO - liste el presente o último trabajo primero

Compañia nombre y dirección	Empleado desde/a	Posición desempleada	Salario y beneficios	Razon de retiro

EDUCACION Y QUALIFICACIONES

Último Colegio atendido
Nivel obtenido
De detalles de otros estudios cursados

Idiomas que habla

APRENDIZAJE

si ústed ha tenido algun aprendizaje de por favor los detalles siquientes:
Nombre del apredizaje
Tiempo de aprendizaje
Nombre y dirección de la compania
Tiene usted sus papeles de aprendizaje?

DECLARACION PERSONAL

Yo con la presente certificó que la información dada es verdadera y correcta en todo detalle. Yo entiendo y estoy de acuerdo que la Compania puede retirar cualquier oferta de empleo o terminar trabajo continuo si se encuentra que cualquier información sobre la cual la oferta de trabajo fué basada es falsa o eñganadora.

En el evento que se me es ofrecido y aceptado en un empleo con la Compania, Yo entiendo y estoy de acuerdo que debo observar las reglas y regulaciones de la Compania que varian de vez en cuando.

Yo también entiendo y estoy de acuerdo que cualquier aferta de empleo será en base temporal hasta que sea escrito de otra manera por la Compania y que mis servicios son sujetos a cualquier cambio que la empresa considere.

Firma Fecha

RESOURCE SHEET 3.2

Officialese	Plain English
commence	start
terminate	.....
prior to	.....
subsequent to	.....
require	.....
initial	.....
endeavour	.....
ascertain	.....
contingent upon	.....
facilitate	.....

RESOURCE SHEET 3.3

REWRITING EXERCISES

1. Where it is intended that expenses be claimed, then it is necessary to have both the travel and the allowances approved well in advance.

2. When tyres are to be replaced on a car, it is mandatory that the manufacturers recommendations in relation to sizes and types of tyres are adhered to.

3. One of the determinants of battery capacity is the quantity of lead available for reaction with the electrolyte.

4. If the garden soil contains adequate organic matter, the addition of fertilizer prior to planting time is not essential.

5. Calculate the amount of expansion which would occur in a copper pipeline 17 metres in length if the temperature of the contained water increased from 15C to 78C.

Writing and Teaching to Improve Literacy, TAFE NSW 1990

RESOURCE SHEET 3.4

USING PLAIN ENGLISH language complete one of the following:

1. A short article for the company's weekly newsletter.

2. A short report to your supervisor reporting on the present situation in your work area, e.g. staff
   projects
   input v output

3. A set of work rules/responsibilities for your work area, e.g. Hats must be worn at all times.

4. A letter to your superior outlining the need for training in your workplace. The need, time and cost should be included.

5. Instructions for maintenance of a machine in your work area.

6. Rewrite a section of a training manual from your work area.

CULTURAL DIFFERENCES

PRESENTER'S NOTES

Australia is made up of people who originate from many different countries speaking many languages and practising diverse cultural activities. It is very easy to stereotype people according to their physical appearance, the sound of their name, the language they speak, the clothes they wear and their codes of behaviour.

This module helps participants to be aware of the pitfalls of stereotyping people and their actions.

Other useful material:

- *Conflict or Challenge*, Uni of NSW AV Unit, 1989
- Henley, N. *Body Politics*. Simon and Schuster, 1987
- NSW English in the Workplace, *Working it Out*, National Curriculum Resource Centre 1986

Learning Outcomes

Participants should be able to:-

- identify the countries of origin of staff in their workplace
- outline some of the issues associated with stereotyping people
- explain how different cultures can have different codes of behaviour and attitudes to life

Performance Criteria

- identify major countries from which immigrants come to Australia
- identify our own stereotyping of other individuals and groups
- stereotyping issues include:-
  - restriction of choice
  - influence of decision
- links can be made between a person's cultural background and codes of behaviour

Assessment

Classroom exercises and discussion

PROCEDURE	MATERIAL	TIME

Activity 1

At the end of the previous module participants were asked to find out countries of the world from which their co-workers had emigrated to Australia and previous jobs held prior to arrival in Australia.

Presenter distributes handout (Resource Sheet 4.1) to participants. Participants are asked to identify the countries of the world which represent the people in their work section. Presenter makes a list of previous jobs held by workers to give participants an indication of the diversity of skills within their work area.

Resource Sheet 4.1

30 minutes

Activity 2

Presenter provides the opportunity for group to understand reasons why people migrate to Australia. This may be done by inviting workers from nesb to address the group, by listening to taped interviews or by reading articles associated with the topic.

Should this exercise involve guest speakers, it is hoped that participants would ask them about their experiences of migrating to Australia, e.g. boat people, business migrants etc.

Guest speakers
audio-tape
written articles

30 minutes

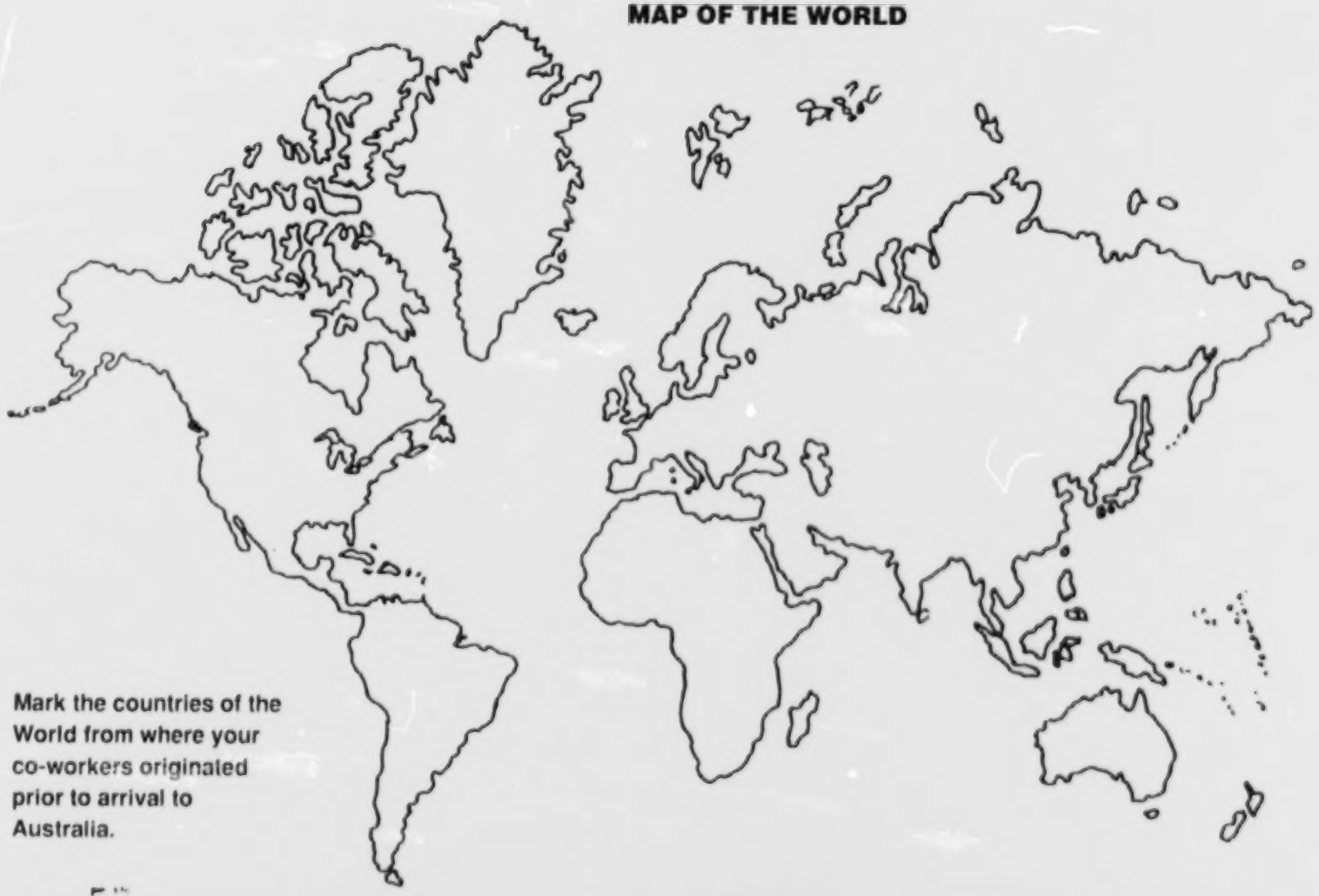
PROCEDURE	MATERIAL	TIME
Activity 3		
Presenter divides group into pairs. Presenter distributes handout (Resource Sheet 4.2) to participants. Participants are asked to use each name to identify the country of origin, ethnic origin and gender of that person.	Resource Sheet 4.2	
Presenter explains how Anglo-Saxon methods of interpreting a name are not necessarily accurate for other cultures, e.g. Surnames are not necessarily written last. Ethnic origin does not necessarily denote country of origin.		20 minutes
10 MINUTE BREAK		
Activity 4		
Presenter asks participants to complete handout (Resource Sheet 4.3). This exercise looks at the ways in which we stereotype people, their nationalities, religions and jobs.	Resource Sheet 4.3	20 minutes
Activity 5		
Presenter introduces cultural differences by showing video, e.g. '*Conflict or Challenge*' or '*Working It Out*'. Refer Part 3 No. (II). The videos expose participants to views from nesb Australians and Anglo-Australians. Participants are asked to contribute to discussion by referring to handout (Resource Sheet 4.4).	Video Resource Sheet 4.4	30 minutes

PROCEDURE	MATERIAL	TIME
Activity 6		
Presenter distributes handout (Resource Sheet 4.5). Participants are asked to respond to questions on the handout. Presenter explains that what may be acceptable behaviour in one culture may not necessarily be acceptable in another.	Resource Sheet 4.5	15 minutes
Activity 7		
Presenter divides group into smaller groups or two main groups. Presenter takes the role of adjudicator and asks questions regarding geographical, cultural issues. e.g. Name the capital of Spain. *A. Madrid.* The presenter is encouraged to ask questions pertinent to the particular groups in the workplace. The team with the most points wins.	Resource Sheet 4.6	15 minutes
On the Job Activity		
Presenter distributes handout (Resource Sheet 4.7) to participants to be completed before next training session. The participants should allow 3 hours for completion of this activity.	Resource Sheet 4.7	5 minutes

MODULE 4

RESOURCE SHEETS

MAP OF THE WORLD



Mark the countries of the World from where your co-workers originated prior to arrival to Australia.

RESOURCE SHEET 4.2

NAMES IN YOUR WORK AREA

	Country of Origin	Ethnic Origin	Gender
Nhan Pham			
Nguyen Hoang			
Kim OK Chung			
Juan Gonzalez			
Ayten Ozucelik			
Sia Thaow			
Colin Beaton			
Masako Lotz			
Estref Abduramanoski			
Enzo La Mela			

RESOURCE SHEET 4.3

Reading from left to right across the tables below, look at each of the headings and write down the first associations that come to mind, however commonplace they may seem.

Table 1 - Nationalities

Greek	Arab	Italian	Australian	Irish	Vietnamese

Table 2 - Religions

Catholic	Anglican	Hari Krishna	Jehovah's Witness	Buddhist	Moslem

Table 3 - Job Titles

Manager	Worker	Supervisor	Union Organiser	Foreman	Owner

Look at your tables.

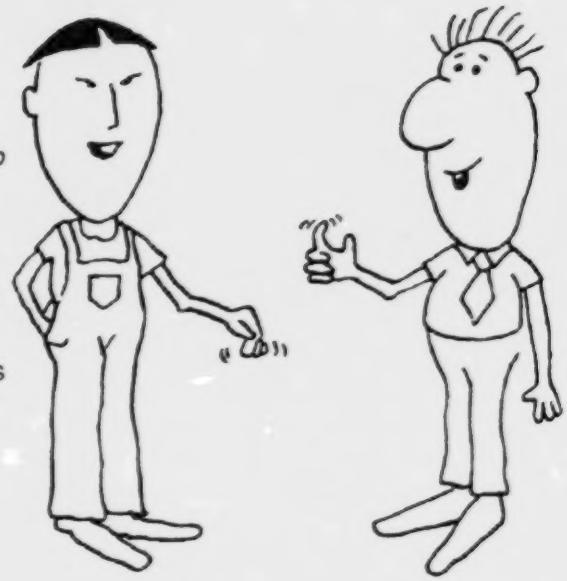
1. What do you notice about the mental picture you have drawn in each table?

2. Which of the words you have used show that you know something other than the stereotype images about these people?

RESOURCE SHEET 4.4

NON-VERBAL COMMUNICATION

"I don't think it's so funny to do this to me like for a dog."



Non-verbal communication can be a useful tool when trying to communicate with someone who has little knowledge of a language. However, some gestures can have totally different meanings in other cultures and consequently lead to misunderstanding.

Beckoning someone with palm turned upwards could also be considered insulting by someone from Asia where the accepted way of beckoning is with the palm of the hand facing downwards.

There are widely different norms concerning touching and social distance among cultures. A male patting a female on the back for a job well done, for instance, could be misconstrued as a sexual advance by people from Asia, the Middle East and Mediterranean countries.

Some Asian cultures regard the head and shoulders as sacred because a person's spirit resides there. Therefore, touching a person there could be regarded as offensive.

In Australia, people are expected to make eye contact when talking to one another, and failure to do so can be interpreted as a sign of shiftiness, guilt or shyness. Many Asians, particularly women and people of rural background often avoid eye contact with authority figures (e.g. supervisors) out of respect for them. On the other hand, the intense eye contact displayed by some Middle Eastern cultures is sometimes interpreted as intimidation.

An Asian smile, although it can be a sign of pleasure, can also mask embarrassment, confusion, shyness, surprise or even anger.

RESOURCE SHEET 4.5

Would you do this?

1. When you talk to your supervisor, you look at your supervisor's eyes.

2. Your co-worker is giving his/her ideas on how to do the job. You keep quiet to show you disagree.

3. You have found a new job. You are going to resign from your present job. You give 1 day's notice.

4. Your co-workers are collecting money to buy a birthday gift for someone in the office. You don't know the person who will receive the gift. You don't contribute to the gift.

5. Instead of blowing your nose in public, ie. your work area, you sniff when you have a cold.

RESOURCE SHEET 4.6

What sea lies between Vietnam and the Philippines?
The South China Sea

Which is the farthest west - Dublin, Glasgow or Lisbon?
Lisbon

What country brews Peroni beer?
Italy

What Gilbert and Sullivan opera is about the emperor of Japan?
The Mikado

What bird flies on the Papua New Guinea's flag?
The bird of paradise

What's the main religion of Indonesia?
Islam

What country's name is abbreviated CSSR?
Czechoslovakia

What's the second most spoken language on Earth?
English

What country contains Africa's northmost point?
Tunisia

What is the native language of the Philippines?
Tagalog

Which Australian state has the kangaroo paw as its floral emblem?
Western Australia

What is the official language of Egypt, Tunisia and Morocco?
Arabic

What is considered the sister language of English?
German

What does an Austrian call Austria?
Osterreich

What country is the Dalai Lama's place in?
Tibet

What's the main ingredient in bouillabaise?
Seafood

What's the capital of Israel?
Jerusalem

Which is the closest to Sydney - Auckland, Noumea or Perth?
Noumea

Where does a car with a sticker bearing the letters CH come from?
Switzerland

What's the official language of India?
Hindi

What game is traditionally played in Australia on Anzac Day?
Two-up

What country owns Corsica?
France

What's the international radio code word for the letter F?
Foxtrot

What letter begins the fewest words in the English language?
X

What's the square in the centre of Moscow?
Red Square

What's the capital of Chile?
Santiago

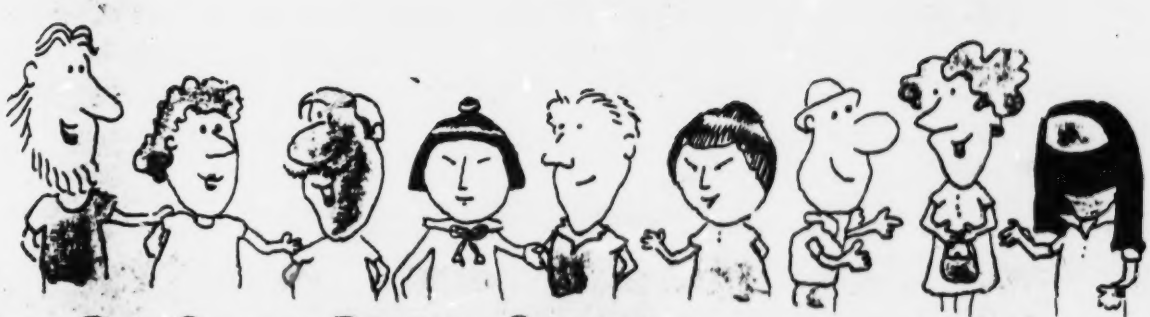
RESOURCE SHEET 4.7

A party of 4 overseas visitors, 2 men and 2 women are coming to visit the factory with the possibility of placing a large, and on-going order.

It's your job to look after these people during their 3 day visit. You are required to brief other staff in the factory who may also have contact with the party. Some things that need consideration include establishing country of origin, customs, food, suitable accommodation, their wishes and your wishes.

TASK

Develop briefing documents for staff who will have contact with the group and an itinerary for the group while they stay.



CASE STUDIES PROBLEM SOLVING

CASE STUDIES PROBLEM SOLVING

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PRESENTER'S NOTES

The previous modules in this package have given participants the opportunity to learn about different cultures in our society.

This module assists participants to put this knowledge into practice. The module discusses everyday work situations and suggests ways of positively dealing with them.

Other useful material

- Hemphill and Pfaffenberger, *The Working Culture*. Prentice Hall, 1989
- NCLC, *Managing a Multicultural Workforce*. Aust. Govt. Pub. 1987
- Zanger, V. *Face to Face —The Cross Cultural Workbook*. Newbury House, Cambridge, 1985

Learning Outcomes

Participants should be able to:-

- develop skills in resolving workplace problems due to cultural and language differences

Performance Criteria

- identify the relevant issues
- explore a range of options including support personnel
- use appropriate communication skills to resolve the conflict
- propose practical solutions and follow up procedures

Assessment

Role play

PROCEDURE	MATERIAL	TIME
Activity 1		
Presenter recaps Module 4. Participants are asked to outline to the group the content of their briefing documents they compiled as their on-the-job activity in Module 4.		30 minutes
Activity 2		
Presenter distributes handout (Resource Sheet 5.1) to participants. This exercise is aimed at enabling participants to become aware of the wishes of a worker and the wishes of a supervisor regarding the same task.	Resource Sheet 5.1	
The participants are asked to look at how easy it is to mis-interpret people's words and actions. The group as a whole looks at alternative ways in dealing with the problem.		20 minutes
Activity 3		
Presenter displays OHP (Resource Sheet 5.2) to show strategies that can be used to solve problems.	Resource Sheet 5.2	20 minutes
10 MINUTES BREAK		

PROCEDURE	MATERIAL	TIME
Activity 4		
Presenter divides group into pairs. Presenter distributes handout (Resource Sheet 5.3) and asks each pair to complete one of the 5 tasks. Participants are asked to take the role of a worker, look at all the agendas and develop a strategy using suggestions covered in OHP (Resource Sheet 5.1). One member reports on findings of the exercise to the group and explains what they would do in that situation.	Resource Sheet 5.3	30 minutes
Activity 5		
Presenter divides group into pairs and nominates one person to be a supervisor the other a worker.		
Presenter distributes cards with role plays based on problems arising in the work-force.	Role play cards	
Participants are asked to create a realistic dialogue to present in front of group for criticism and discussion.		60 minutes
On-the Job Activity		
Presenter distributes handout (Resource Sheet 5.4 — a calendar with cultural and religious festivals marked on it).	Resource Sheet 5.4	

PROCEDURE	MATERIAL	TIME
Participants are asked to organize a timetable for holiday leave for their workers in their section, keeping in mind these cultural and religious festivals which may determine who takes leave when and why. If participants have only a small number of nesb people under their control the presenter may wish to give them some ethnic and religious examples to use e.g. Christmas, Ramadan.		
Presenter also asks participants to identify types of job they manage. Participants are asked to make a list of these jobs and the skills associated with these jobs and bring them to the next session.		5 minutes
The participants should allow 2 hours for completion of this activity.		

MODULE 5

RESOURCE SHEETS

RESOURCE SHEET 5.1

Aurora works in a factory. She and her co-workers are working overtime because there is a deadline. That means the work must be finished at a certain time. Aurora is working hard and fast. Aurora and a co-worker stop for a few minutes. They need a short rest. The supervisor sees them and says, "All right, shut up and move it. We don't want to be here all night." Aurora feels hurt, and she thinks the supervisor is wrong. What will happen if Aurora does each of the following things?

A. Aurora throws down her apron and yells, "I quit."

The supervisor thinks:

.....

The other workers think:

.....

B. Aurora gets very angry and says, "We have been working very hard. You have to give us a break!"

The supervisor thinks:

.....

Aurora feels:

.....

C. Aurora says nothing, but she starts working again.

Aurora thinks:

.....

The supervisor thinks:

.....

D. Later Aurora says to the supervisor, "We were working, and I don't think it was necessary for you to yell at us."

The supervisor thinks:

.....

E. Aurora says, "I talk, but I work too. Look at this." (It's true that she and her co-worker did a lot of work.)

The supervisor thinks:

.....

RESOURCE SHEET 5.2

PROBLEM SOLVING

1. Define the problem clearly

2. Identify solutions

3. Evaluate solutions

4. Select the best solution

5. Plan a strategy

6. Implement the plan

7. Review and evaluate

8. Make necessary adjustments

9. Start again

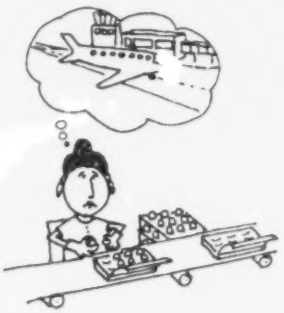
RESOURCE SHEET 5.3

IF YOU WERE THE WORKER

WHAT WOULD YOU DO?

1. Your son is having trouble in school. His teacher wants you to come in for a conference at 3.30 p.m. You don't get off work until 4.00 p.m. It takes an hour to get to the school by bus. Your supervisor wants you to work overtime.

2. Your sister is arriving from Thailand. You are her only family in Australia. The plane gets in during your working hours. You are still on probation at a new job.



3. A close friend of the family died. The funeral is during your working hours. The family would very upset if you did not go to the funeral. You have already missed a lot of work.

4. Lee's supervisor has asked her out many times. She does not want to go out with him. He just told her that he is thinking about giving her a promotion. She is a single mother with two small children and needs the money. She is afraid that he won't promote her if she refuses.

5. Your supervisor always gives the best jobs to Nhan, because he speaks English well and it's easy for the supervisor to communicate with him. You know you can do the job as well, if not better than Nhan. What should you do?

ROLE PLAY CARD 1A

The Boss (Stan)

Job: You are the supervisor of the shop in a factory.

Situation: You have a new worker named Liu. Liu works hard, but he doesn't speak much English. Liu listens when you explain things, but he doesn't ask questions, and he doesn't say anything. You are not sure if Liu understands. You want to know if he understands.

What is your problem?

Now go talk to Liu about this situation.

ROLE PLAY CARD 1B

The Employee (Liu)

Job: You are a factory worker.

Situation: You work hard. You like your boss, Stan. When your boss explains something, you always understand. So, you don't say anything. But your boss in unhappy. You want to know why your boss is unhappy.

What is your problem?

Why do you think your boss in unhappy?

Now your boss, Stan, is going to talk to you about this problem.

ROLE PLAY CARD 2A

The Supervisor (Michelle)

Job: You are a supervisor in administration of your workplace.

Situation: You notice some money is missing from the cash register. You ask the person responsible for the cash register why the money is missing.

ROLE PLAY CARD 2B

The Worker (Anna)

Job: You are responsible for financial matters in your area.

Situation: Your boss approaches you and asks you if you know anything about some money missing from your cash register.

ROLE PLAY CARD 3A

The Worker (Steve)

Job: A storeperson in a factory.

Situation: Your work partner Bob is lazy and does not seem interested in the job. He is a permanent employee and you are a temporary employee. You do not respect your co-worker but he doesn't seem to care and you now feel that his attitude is affecting the work environment and productivity in your area. You feel unable to speak with him or your supervisor who gets on well with him because your job is a temporary one and you are afraid you might lose it. One day, you tell Bob he is lazy.

ROLE PLAY CARD 3B

A Co-Worker (Bob)

Job: A storeperson in a factory.

Situation: You have been working in the same job for years and you are sick to death of it. You have lost interest in your work and really wish you could do another job but you don't know what. A co-worker, who is temporary is very keen on his job and you feel threatened by his attitude. However, you feel fairly secure because the supervisor is an old mate. One day your co-worker says you are lazy.

ROLE PLAY CARD 4A

The Boss (Francisco)

Job: You are the supervisor in a factory that makes car parts.

Situation: Your employee, Antonio, is a very good worker. He knows how to make many things. He is very careful. But he works very slowly. One day you talked to Antonio. You told him to work faster but he still works slowly. You have to talk to him again about this problem.

Why does Antonio work slowly?

What will you do if he doesn't work faster?

Now talk to Antonio.

ROLE PLAY CARD 4B

The Employee (Antonio)

Job: You are a worker in a factory that makes car parts.

Situation: You are a good worker. You know how to make many things. You are very, very careful because you want to do good work. Your supervisor, Francisco, says you are too slow. He says your work is good, but you must work faster. You think it is better to work slowly and do good work. You can work faster, but you don't want to because you want to be careful. Your supervisor (Francisco) is going to talk to you.

ROLE PLAY CARD 5A

The Supervisor (Mark)

Job: You are a supervisor in a factory that makes chocolates.

Situation: Your employee, Maria, always completes her work but you feel that she may be having someone helping her or that she may not be "pulling her weight" on the job. You believe she may be purposely pretending to be a good worker when in fact she may be taking advantage of her co-workers and you. Talk to Maria.

ROLE PLAY CARD 5B

The Employee (Maria)

Job: You are a worker in a factory that makes chocolates.

Situation: You work very fast and are a capable worker and often complete your task in hand before your co-workers. You have an arrangement with some of your co-workers that if you help them they will cover for you if you want to make a phone call to check on your children at the family day care centre or just take a break. You feel you could be in charge of your work section but you don't want the responsibility. Your supervisor (Mark) is going to talk to you.

ROLE PLAY CARD 6A

TA Worker (Jose)

Job: A worker in a factory.

Situation: You are employed as a factory worker doing general factory duties. In your country of origin you were a qualified electrician. Sometimes when the machines break down you fix them because you know how and by the time the factory electrician arrives it can cause other delays. One day your supervisor sees you fixing an electrical fault and says in a stern voice, "Leave that, that's the electrician's job". Continue the conversation.

ROLE PLAY CARD 6B

A Supervisor (Graham)

Job: A supervisor in a factory.

Situation: One day you notice one of the new workers fixing an electrical fault. Because of company regulations and safety rules only qualified electricians can fix electrical faults. You approach the worker in a stern voice to display your concern for him and say, "Leave that, that's the electrician's job". Continue the conversation.

RESOURCE SHEET 5.4

Country	Festival	Date
Chile	Independence Day	September 18
El Salvador	Independence Day	September 15
Greece	National Day	October 28
Turkey	Children's Day	April 23
	National Day	October 29
Australia	New Years Day	January 1
	Christmas Day	December 25
	NAIDOC Week (Aboriginal)	September 1st Week
India	Diwali Festival	November 6
China	New Year	February (varies)
Vietnam	New Year	February (varies)

LANGUAGE AND TRAINING

LANGUAGE AND TRAINING

PRESENTER'S NOTES

Every adult has a wealth of skills and knowledge. It is important that in the provision of training this wealth of knowledge and experience is tapped so that new learning can be built upon it.

Acquisition of appropriate language skills is critical in this context. If English is the chosen language medium used in training then both the trainers and trainees need to be able to communicate adequately in it, in order for new learning to take place.

This module looks at the kinds of English language used in the provision of training, i.e. vocational English. The module allows the participants to differentiate between functional everyday English and vocational English which is often used in training programs in the workplace.

Other useful material:

- Burnes, F and Candlin, C. *English at Work*, SBS 1990
- Dept. of Industrial Relations, *Life After Debt* Aust. Govt. Pub 1990
- Dept. of Industrial Relations, *It's Up to Us*, Aust. Govt. Pub 1990
- Dept. of Industrial Relations, *The Changing Work Environment* Aust. Govt. Pub 1990
- US Dept. of Labor Manpower Administration, *Handbook for Analysing Jobs.*, 1972

Learning Outcomes

Participants should be able to:-

- outline the main differences between conversational language and the language used in training

- identify the link between the acquisition of technical language and the ability to participate successfully in workplace training

- develop a plan of action for providing vocational language support in tandem with workplace training

Performance Criteria

- technical language can be translated into conversational English and into basic definitions of key words

- the limitations to training for the person with minimal technical English language skills includes:-

    - lack of comprehension
    - lack of confidence
    - difficulty with the written form

- the plan includes an analysis of the job, the language associated with it and practical methods for familiarising the workers with the necessary language

Assessment

Written and oral tasks in the classroom

PROCEDURE	MATERIAL	TIME
Activity 1		
Presenter recaps Module 5. Group briefly discusses calendars they have devised.		15 minutes
Activity 2		
Presenter divides group into small groups and distributes handout (Resource Sheet 6.1). Participants are asked to note all the tasks, equipment, work aids and language required in doing any particular job.	Resource Sheet 6.1	10 minutes
Activity 3		
The presenter asks the groups to use the same format as in Resource Sheet 6.1 to describe a job of their choice. This could be one of the jobs they detailed as part of Module 5 on-the-job activity.		15 minutes
Activity 4		
On completion of activity 3 the presenter asks the groups to identify words which may have more than one meaning, e.g. sheets, produce. The use of slang should also be covered in this section. The aim of this activity is to ensure that participants are aware of job specific language (i.e. vocational language) as opposed to conversational language.		10 minutes

PROCEDURE	MATERIAL	TIME
Activity 5		
The presenter distributes handout (Resource Sheet 6.2) as an example of a piece of technical writing from a manual.	Resource Sheet 6.2	10 minutes
The presenter then distributes part of a transcript of a teacher teaching the same material to a student (Resource Sheet 6.3), as well as Resource Sheet 6.4, which is the handout used by the teacher. Group discusses the difference in style and complexity between the two articles. Presenter discusses how technical or training materials are often complicated and jargonistic.	Resource Sheets 6.3 and 6.4	
The presenter discusses the differences in the two training language styles. Presenter asks some of the participants to present their on-the-job activity from Module 3.		60 minutes
10 MINUTE BREAK		
Activity 6		
Presenter shows videos to recap the principles of award restructuring, e.g. '*Life after Debt*', '*Working Together*', Award Restructuring '*It's up to Us*'.	Video	

PROCEDURE	MATERIAL	TIME
Activity 7		
Presenter divides group into smaller groups and asks groups to identify issues associated with language learning in the award restructuring context. This may have been covered in the video or participants may identify other issues that they believe have a bearing on training programs.		20 minutes
Activity 8		
The presenter asks groups to take the issues they identified and develop an action plan for providing vocational language support with workplace training for their own work area. The small groups are asked to share their action plans with the main group.		20 minutes
Presenter summarizes.		10 minutes

MODULE 6

RESOURCE SHEETS

RESOURCE SHEET 6.1

NAME OF JOB

Baking-Drying

Functions -

Tends sulphur and drying chambers that bleach and dehydrate paper.

Supervises and coordinates activities of workers engaged in controlling gas fired ovens that roast barley malt.

Operates series of beehive kilns to produce charcoal.

Tends ovens that roast green coffee beans.

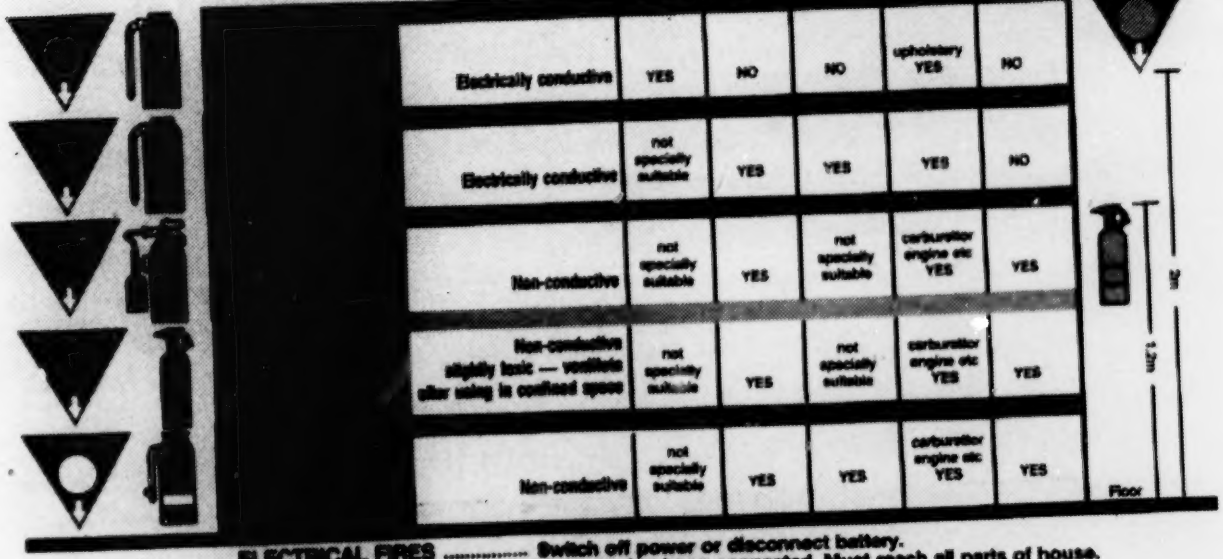
Tends machines that fluff-dry laundered articles or dry and deodorize dry-cleaned items.

Machines	Tools	Equipment	Work Aids
Fanning Machine	Brush	Kilns	Graduated
Containers			
Tumbler Dryer	Cutter	Ovens	Handtrucks
	Electric Mixer	Roaster	Pans
	Knife	Scale	Racks
	Rolling Pin	Steam Kettle	Sheets
	Scoop		Temperature Chart
	Sifter		
	Spatula		

Verbs

Burning	Firing	Roasting	Spraying
Curing	Fluffing	Seasoning (lumber)	Tumbling
Dehydrating	Puncturing	Smoking	

TASMANIA FIRE SERVICE



ELECTRICAL FIRES ..... Switch off power or disconnect battery.
HOME PROTECTION ..... Keep garden hose connected. Must reach all parts of house.
IN ALL CASES ..... CALL THE FIRE BRIGADE.

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RESOURCE SHEET 6.3

Teacher: Gina, what I'd like to do is to teach you something about fire extinguishers.

Gina: Fire, sorry?

Teacher: Fire extinguishers.

Gina: Fire extinguishers, yes.

Teachers: Fire extinguishers are devices which put out fires. What sort of fires are you aware of Gina? What makes fires burn?

Gina: Anything — matches, cigarettes.

Teacher: O.K. Are they all the same?

Gina: Yes, can be.

Teacher: If this is a cigarette and I put some tobacco inside, roll it up it will burn O.K. Here are pieces of wood.

Gina: Oh yes, when you rub two pieces of wood together this can cause fire too.

Teacher: If I lit both pieces of wood, would that be the same as the paper burning?

Gina: Sorry, can you repeat?

Teacher: Yes, if the wood's burning, if I light the wood, if I light the paper.

Gina: Ah ha!

Teacher: Are they going to be the same sort of fire? They are both burning.

Gina: Yes.

Teacher: They are both fire. If I want to stop them from burning I'm concerned about how I would do that.

Gina: How?

Teacher: How?

Gina: According to my knowledge, you have to use a blanket, wool, not synthetic.

Teacher: Put it on and the fire will go out, no oxygen.

Gina: Yes.

Teacher: Smell this.

Gina: Petrol, car.

Teacher: Petrol from the car, strike the match it will burn, it is fire. Would you put your woollen blanket on it?

Gina: I will, yes I will.

Teacher: There are different fires and different ways to put them out.

Petrol or chemical, wood and paper.
A blanket will do the job but a fire extinguisher is a device you can also use.

Gina: This is the bottle.

Teacher: Yes.

Gina: I don't know how to use it.

Teacher: I just want you to know which one to use in which fire first.

Here's one, another one and another one still. When we have an emergency it is important you use the right fire extinguisher. The difficulty is they all look the same. We see a yellow one, a red one, another red one and another red one.

Gina: Yes.

Teacher: Each of these fire extinguishers are for different types of fires.

Gina: Right.

Teacher: Some for this fire, some for this fire. Fires, where there is electricity.

Gina: Right.

Teacher: If this bucket was full of water and a fire was burning near electricity would you pour water on it?

Gina: No way, this is cause, water comes down, it can make you die.

Teacher: Right it does, you will die. O.K. this first fire extinguisher is all red, red all over. Let's look at our chart, you see a number of things — wood, textiles, paper.

We call those fires Class A. B Class fires are petrols and so on — flammable liquids.

Gina: Sorry, I didn't catch you?

Teacher: Flammable liquids.

Gina: Flammable — what is flammable?

Teacher: It catches fire.

Gina: Catches fire O.K.

Teacher: Flammable liquids are B. Live electrical equipment are E class fires. You can become electrocuted.

Gina: Ah electrocuted. I couldn't remember this word ah! Yes!

Teacher: If you are electrocuted — you die.

Gina: If someone else touches you this person will die too.

Teacher: This fire extinguisher is all red, it has water in it only. The triangle on the wall has a red dot in the middle.

Gina: This means it has water in it.

Teacher: So if it has water in it, what colour would you see?

Gina: Red colour. The person can understand.

Teacher: Would you use a fire extinguisher with a red dot on an electrical fire?

Gina: No, I will be electrocuted and others too.

Teacher: Let's put it in on our chart.

Gina: On our chart we will put danger.

Teacher: Red dot means water.

That's the first fire extinguisher you might find in a factory. Water is very good for putting out fires like paper and wood, not good for petrol or electricity. So the manufacturers made some fire extinguishers that you could use on electrical fires — special ones, white bands, yellow bands.

Gina: Interesting — I don't know this.

Teacher: White band, black band, both red fire extinguishers. If we saw the triangle each triangle has a colour in the middle a white, a black or yellow dot.

Teacher: Now do you know what Co_2 means?

Gina: Oxygen um I don't know in English. Carb — How call in English?

Teacher: Carbon Dioxide.

Gina: I know this.

Teacher: What's good about CO_2? What can it do to a fire?

Gina: Make it grow.

Teacher: Yes, oxygen will make the fire grow. This takes away the oxygen — it acts like a chemical blanket.

Gina: I understand now exactly.

Teacher: Let's complete our chart. Tick which fire.

Gina: Electrical fire — this carbon dioxide is quite safe — tick.

Teacher: Yellow fire extinguisher. Triangle on wall.

Gina: Yellow dot on the wall.

Teacher: Made to put out Class A, B and E fires.

Gina: For everything?

Teacher: Yes but there is a danger with this fire extinguisher with people. It contains more gases, chemicals — we need to take everybody out of the room.

Gina: Ah ha.

Teacher: If the people stay in the room there is not enough oxygen in the room. You must make sure everyone goes out of the room.

Let's mark it on our chart, danger to people.

COLOUR	TYPES OF EXTINGUISHER	DANGER	KINDS OF FIRE		
			A	B	E
			WOOD, TEXTILES & PAPER	FLAMMABLE LIQUIDS	LIVE ELECTRICAL EQUIPMENT
	WATER				
	FOAM				
	CO2				
	B.C.F.				
	DRY CHEMICAL				

RESOURCE SHEET 6.4